

Enrollment Services Division Summary For Division Review 22-23

Programs Read

- Admissions and Records
- Community Education
- Financial Aid
- International Students

Section A: Accomplishments & Notable Items

Overarching Themes: Accomplishments Section

Admissions & Records

A. Technology Review & Updates

1. Reviewed/updated A&R webpage. (*Plan from last PR: Maintain student satisfaction with mixed modes of delivery for information now that we are “partially” back on campus [consistency of information]*)
2. Used Parchment to complete electronic automation of providing degrees/certificates to students. Oversaw the front counter window redesign. (*Plan from last PR: Safety of facilities with office reconfiguration for service windows*)

B. Return to Campus Post-COVID-Sheltering

1. Returned to campus fully; successfully made multimodal schedules [help online, in-person, & via phone]; helped w/ Welcome Center. (*Plan from last PR: Safe return of personnel to fully on-campus SP 22 schedule*)

C. Worked on Employee Issues

1. Advocated for another A&R staff member to fill & address staffing shortages; hired/trained student assistants.
2. Participating in Caring Campus initiatives and Professional Development initiatives like the 21 Day Challenge and the President’s speaker series Fall 2022 kickoff (to improve Customer Service)
3. Went on an executive team retreat: Reviewed service through complaints from fellow student services staff & administrators; met individually w/ Dean to address some of the complaints and discuss resolution options.

D. Improved Student Services

1. Facilitated enrollment in special projects (LFCI, apprenticeships, Middle College, concurrent enrollment)
2. Worked on a new process around student-preferred names.
3. Helped create a Pilot program allowing students to audit LPC courses.

Community Education

1. We asked the equity director last year and had added an equity question to our student evaluations "Do you feel respected by your instructor?" This year we assessed that question. Results: 96.7% of evaluation respondents felt respected by their instructor.
2. We did continue to expand our on-campus partnerships working with STEM professors to create two successful programs: Vacuum Technology Workshop and California Naturalist Program.
3. We did consult with the Institutional Research team to run a correlation around emails that fee-based students use that are in common with the personal emails of registered regular for credit students. We have about a 13% crossover of students between fee based and regular students as of the data provided to IR in Fall 2021. Unfortunately, this data cannot tell *when* story of the crossover. In other words, it doesn't tell us whether students take fee-based classes THEN regular classes, or if they are enrolling in both at the same time. I tend to think it is the latter, due to our current on campus partnerships.

Financial Aid

1. In 2021-2022 access to the free CashCourse program was discontinued by the California Community Colleges Chancellor's Office so LPC was unable to continue offering this free online program to its students. However, staff continued the practice of providing topical Financial Literacy workshops to all Las Positas College students through the Smart Shop series, which includes guest speakers from the community.
2. LPC Financial Aid website, the social media Instagram, Facebook page, and Snapchat are still in place to inform our LPC population about all the programs that financial aid offers to our social media active students.
3. Cranium Cafe continued to be a meeting and collaboration platform for student support. Once inside the cafe, both students and advisors can utilize: Document upload/share, Screen share, Document edit pad, Speech to Text, Closed Captioning, Virtual Lobby. This was successfully employed while the campus remained closed and remains an option for online students.
4. The Software Campus Logic was fully implemented and made the transition to working off campus very smooth with respect to collection of student documentation.
5. Implementation of OCELOT texting software to proactively reach prospective and current students (rather than relying on email which is clearly not effective) will serve to reach more students with targeted messages and ultimately greatly improve our communication and hopefully result in a much higher response rate.

International Students

Student Services Improvements

1. Obtain Priority Registration for International Students: Beginning Spring 2022, International Students were included as a College Priority Group for registration purposes. This provides increased motivation for ISP students to complete the Core Services to enroll at the earliest possible date.
2. Simplify the ISP Application Procedure: Revised and updated the International Student Supplemental Application to simplify the application process.
3. Effectively serve students in-person and virtually: Developed and implemented a plan for ISP staff to safely return to Campus in Spring 2022
4. Provide Care Grants opportunities to International Students: In FA 21 & SP 22, collaboration w/ Financial Aid
5. Extension of The Student and Exchange Visitor Program (SEVP) coverage to AY 21/22. This enabled international students enrolled pre-COVID to take all courses online; post-COVID enrollees to take 1 on-campus or hybrid class.

Technology Updates/Developments

1. Updated the Website: Updated the ISP website to conform with the College's redesigned format. All website content was reviewed for relevance and accuracy.
2. Converted internal ISP forms to PDF fillable format.
3. Continued to develop online services to virtually assist international students. The program utilizes Zoom to connect with students outside the US and provide virtual appointments for students who do not come to campus.
4. Continued to scan completed International Student files into BDMS.

Program Specific Notes (List them alphabetically by program)

Admissions & Records

1. Participated in a website review and update of all aspects of A&R's website. Plan from last PR: Maintain student satisfaction with mixed modes of delivery for information now that we are "partially" back on campus (consistency of information)
2. Returned to campus fully and successfully created schedules that provided for online virtual help, in person window help, phone service and participation in special projects like Welcome Center within Student Services when requested. Plan from the last PR: Managing the return of personnel to a fully on campus schedule in the Spring 2022 safely
3. Continued to facilitate enrollment for special projects such as LFCI, apprenticeships, Middle College and concurrent enrollment.
4. Completed the electronic automation of providing degrees and certificates for students through Parchment. Over saw the redesign of the front counter windows. Plan from last PR: safety of facilities with office reconfiguration for the service windows
5. Participated in BUG meetings to create a new process around student preferred names.

6. Participated in the creation of a Pilot college program to allow students to AUDIT classes at Las Positas College.
7. Advocated for another A&R staff member to fill and address staffing shortages.
8. Hired and trained multiple student assistants to help provide customer service.
9. Happening now: Participating in Caring Campus initiatives, and other Professional development initiatives such as the President's 21-day challenge and the President's speaker series kick off in Fall 2022 to improve Customer Service.
10. Participated in an executive team retreat review of service with complaints from fellow student services staff and administrators and have met individually with the dean to address some of the complaints and some resolution options.

Community Education

1. Conducted a student equity survey. Results: 96.7% of evaluation respondents felt respected by their instructor.
2. Worked with STEM faculty to create two successful programs: Vacuum Technology Workshop and California Naturalist Program.
3. Consulted with Institutional Research to run a correlation around emails that fee-based students use that are in common with the personal emails of registered regular for-credit students. Results: 13% crossover of students between fee-based and regular students (per Fall 2021 data). Not sure whether students take fee-based classes THEN regular classes or enroll in both at the same time.

Financial Aid

1. Provided Smart Shop sessions on Financial Literacy (included guest speakers). The sessions were accessible to lots of students as they were continued through Zoom; and many students (incl. low-income) benefited from learning about personal finance from experts.
2. Financial aid social media channels are in place for financial aid outreach, but these tools have been underutilized (given a change in financial aid outreach specialist – a vacancy, and then a learning curve with the new employee).
3. Use of Cranium Cafe for virtual financial aid advising (successfully launched during campus closure; now an option for online students).
4. Fully implemented the software Campus Logic and made the transition to working off-campus very smooth; and implemented the Campus Communicator award letter to replace the standard banner award letter that was previously emailed.
5. Implemented OCELOT texting software to proactively reach prospective & current students /more targeted messaging.

International Students

The accomplishments of the ISP directly supported the program's plans identified in 21-22 PR which are: obtaining priority registration for international students was a program goal that spanned many years, simplifying the application procedure, and updating the website were program goals to increase program enrollment.

1. Continually developing virtual services based upon student feedback is critical to individual student success. 1.
2. Developed and implemented a plan for ISP staff to safely return to Campus in Spring 2022 that focused on effectively serving students both in-person and virtually.

3. Beginning Spring 2022, International Students were included as a College Priority Group for registration purposes. This provides increased motivation for ISP students to complete the three Core Services to enroll at the earliest possible date. 3.
4. Revised and updated the International Student Supplemental Application to simplify the application process.
5. Collaborated with Financial Aid to provide International Students with an opportunity to receive Care Grants in Fall 2021 and Spring 2022.
6. The Student and Exchange Visitor Program (SEVP) extended the March 2020 COVID guidance to cover AY 21/22. This enabled international students enrolled pre-COVID to take all of their courses online while those enrolled post-COVID were required to take one on-campus or hybrid class.
7. Updated the ISP website to conform with the College's redesigned format. All website content was reviewed for relevance and accuracy.
8. Converted internal ISP forms to pdf fillable format.
9. Continued to develop online services to virtually assist international students. The program utilizes Zoom to connect with students outside the Country as well as to provide virtual appointments for students who do not come to Campus.
10. Continued to scan completed International Student files into BDMS.

Section B: Challenges and Needs

Overarching Themes: Challenges/Needs Section

Admissions & Records

Technology Challenges

1. Challenge of changing front DocuSign to Adobe for document management for concurrent enrollment and eventually other types of documents for A&R.
2. Maintaining DegreeWorks in the absence of a DegreeWorks coordinator
3. Fraudulent and "stuck" application processing through Banner. Having the time to address how to move applications forward when they get stuck.

Employee Issues

1. Limited staffing; changes/fluctuations in staffing
2. A&R support for faculty negatively impacted by the time spent onboarding a variety of innovative new programs (e.g., apprenticeships) & changes to existing special programs (e.g., increased concurrent enrollment app deadlines)

Student Services Issues

1. Maintaining consistency in communication across multiple modes of interaction with students
2. A&R support for students negatively impacted by the time spent onboarding a variety of innovative new programs (e.g., apprenticeships) & changes to existing special programs (e.g., increased concurrent enrollment app deadlines)

Community Education

1. We could not impact hiring systems. We continue to comply with all of the business services and HR hiring practices as best we can. We still keep track of the types of hiring that occur statewide in Community Education programs and have provided HR with examples of how other colleges hire CE instructors, but we were just told that those positions don't exist here in our district.
2. Future is still unsure here for the program at LPC. Once again, very few CE programs are stand alone in the state. Most are connected to continuing (noncredit) adult education and contract education at other campuses.
3. Registration system overhead costs continue to rise while overall enrollments decline.
4. CARES support for the program coordinator has ended as far as I know for the 2022-2023 year.

Financial Aid

1. Professional Development and annual training for all staff is imperative to comply with all state and federal regulations. During 2021-2022 staff participated in several online trainings and online conferences while working from home. While convenient, the issue with attending conferences online is that online services must still be offered, but some staff must miss certain sessions to cover our Front Window (cranium Café) since we were required to remain open. Overall, they were able to get most of the training needed.
2. Lack of office space to accommodate our full program: there was no remaining vacant space in our department, and two positions were required to move out of the office into the outside hallway in recent years, disconnecting the team. This has not been a positive change for our office, as those two staff are isolated and no longer an everyday part of the office. This should be addressed for the future with the new bond measure. If the college is expected to continue to grow in the future, securing additional workspace is imperative. We recommend repurposing one of our four front window areas to accommodate our student assistants, as there were no other spaces available for them except the front window.
3. Lack of space is also an issue now that all our offices are full, and we have a concern regarding accommodating our internal Auditor whose visits normally require at least several days sometimes twice each year. There are also occasional outside audits that occur by the California Student Aid Commission (Cal Grant audit) and possibly by the Department of Education. We must be able to provide auditors a private area with desktop banner/BDMS access and wireless access for their personal laptops. Pre-pandemic we had always utilized our extra office for this purpose, but this space is no longer available, and we need a solution. Recently one of our front windows was reconstructed and sealed off to the hallway and is no longer accessible to students; this could be made into a walled-in workspace for an auditor or a temporary staff person or student to work with some limited privacy and we recommend that as a solution.

4. Meeting/Training room upgrade: We currently have a storage room with is now obsolete. It has a small round table that we rely on for Staff meetings and it is our only space for a lunch/break room, but it is too small to accommodate our full staff; we can't even sit the full staff around the table for meetings. At a minimum we want to reconfigure this room to remove the file and storage cabinets and bookshelves as they are no longer needed since all our records are now maintained exclusively online. In its place we want a new larger table that will fit the full staff of 8 for meetings, a full-size refrigerator and cabinets for kitchen appliances and kitchen goods storage for staff convenience.
5. We also have a need to view training webinars and conference calls on a large screen and must rely on the limited availability of other conference rooms for our training needs or to view on our own; room availability is often limited. It would be a great plan to be able to add technology to this room in the future so that it could be fully utilized for all of these purposes, often it is very helpful to view trainings together and discuss issues live. Regardless of the ability to upgrade this room, please plan for additional smart conference rooms when reviewing facilities or incorporate one into the financial aid office.

International Students

Student Mental Health Issues

1. International students experience homesickness, culture shock, loss of a local support system, and xenophobia.

External Challenges

1. **COVID-19 Impacts:** International students continue to be disproportionately impacted by COVID -19
 - a. Current students experience food/housing insecurity, ineligible for government assistance programs.
 - b. Sponsors affected by COVID-19 are no longer able to provide adequate funds for students' housing/school.
 - c. On-Campus employment opportunities are limited (prior Bookstore & Cafeteria job opportunities are now gone).
 - d. Xenophobia (due to COVID misinformation in the media) led many students to feel unwelcome and unsafe.
 - e. Many students are forced to register late due to overdue tuition.
 - f. U.S. Embassies/Consulates are closed /barely open, making it difficult to obtain student visas. They're backlogged; it's difficult for students to get visa appointments (pre-COVID: 15 days; now 30-450 days).
2. **Application System Issues:** International student applications submitted through CCC Apply continue to be sent to SPAM. This results in a delay in application processing, or possibly entirely missing out on potential students. Also: New students are not able to request visa interviews until they have been accepted by the College and issued a form I-20.
3. **Lack of affordable housing options** and housing referral systems

Tuition & Fee Issues

1. **Increase in International and out-of-state tuition:** It increased from \$290 per unit to \$315 per unit. Cost of full-time enrollment increased by \$600 per year, making CLPCCD tuition one of the highest in the SF Bay Area.

2. **Inability to accept out-of-country payments:** This is an ongoing issue. LPC charges a \$100 application fee that must be paid prior to issuing immigration documents. Students struggle to find a way to pay the fee because Class-Web often denies out-of-country credit cards. Also, there is a high currency exchange rate and/or limit on the amount of money many countries allow to be transferred out of their area.
3. **Class-Web prohibits students from making partial tuition payments:** Students may contact A&R to make a partial payment over the phone; this is not an advertised option and it creates more work for overburdened A&R staff.

Small Program, Small Budget, Limited ISP Staff

1. Bay Area community colleges with large, established programs, large budgets and dedicated recruitment staff draw most international students (e.g., Foothill/DeAnza; Peralta CCD; Ohlone College; DVC; CCSF).
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Program Specific Notes (List them alphabetically by program)

Admissions & Records

1. Limited staffing and staffing changes and fluctuations
2. Maintaining a consistency in communication across multiple modes of interaction with student through modalities such as email, phone, AI, and in person
3. Onboarding a variety of innovative new programs such as added types of apprenticeships and accommodating the changes requested with existing special programs (such as increasing the available application times for concurrent enrollment) have impacted the support for faculty and students that A&R has been able to provide.
4. Challenge of changing front DocuSign to Adobe for document management for concurrent enrollment and eventually other types of documents for A&R.
5. Maintaining DegreeWorks in the absence of a DegreeWorks coordinator
6. Fraudulent and “stuck” application processing through Banner. Having the time to address how to move applications forward when they get stuck.

Community Education

1. Could not impact hiring systems. They continue to comply with all of business services’ & HR hiring practices. They have provided HR with examples of how other colleges hire CE instructors but were just told that those positions don’t exist here in our district.
2. Uncertain future for the program at LPC. Note: Very few CE programs are standalone in the State. Most are connected to continuing (noncredit) adult education and contract education at other campuses.
3. Rising overhead costs for the registration system and declining overall enrollments.
4. End of CARES support for the CE program coordinator (2022-2023 year).

Financial Aid

1. Participated in Professional Development / annual trainings for all staff, many of which have been online offerings – but the ongoing necessary window coverage kept staff members from participating in all of the training sessions and workshops [attended *most*].
2. Lack of office space to accommodate their full program/staff: No remaining vacant office/desk space in their department, so they had to locate 2 team members in a hallway outside of their office – disconnecting the team and leading to isolation (hope to address with new bond measure; and/or recommend that they repurpose some front window space for their student assistants).
3. Lack of private space to accommodate an internal auditor & outside auditors (previous space no longer available)
4. Lack of staff meeting room: They use a storage room for staff meetings and lunch/breaks, but it is too small to accommodate the full staff. They'd like to reconfigure the room to remove the file & storage cabinets & bookshelves (no longer needed /files are online).
5. Need to view training webinars and conference calls on a large screen.
6. Room availability is often limited, and Financial Aid had to rely on the limited availability of other conference rooms.
7. Need to add technology to the available room to allow it to be fully utilized to discuss issues live and to view training videos together.
8. Request to plan for additional future Smart Classrooms when reviewing facilities.

International Students

1. International students face unique challenges as they navigate a new educational system in a foreign country. They must comply with strict immigration regulations or be faced with losing their F-1 student status.
2. International students must enroll in, and complete 12 units each primary semester.
3. International students are not allowed to work off Campus and there have very limited opportunities for on-Campus employment. This contributes to financial instability, housing insecurity and food insecurity for many international students.
4. International students experience homesickness, culture shock, loss of a local support system, xenophobia.
5. Program enrollment continues to be impacted by unique external challenges documented below:
 - a. International students continue to be disproportionately impacted by COVID -19. For example: Current students have experienced food and housing insecurity and do not qualify for government assistance programs.
 - b. Sponsors affected by COVID-19 are no longer able to provide adequate funds for students to pay for living and school expenses.
 - c. On-Campus employment opportunities are limited. Previously, many international students were employed by the Bookstore and Cafeteria. These opportunities are no longer available.
 - d. Xenophobia led many students to feel unwelcome and unsafe.
 - e. Many students are forced to register late due to overdue tuition. Students will take unnecessary classes just to maintain their student status. This perpetuates a costly and vicious cycle.
 - f. U.S. Embassies and Consulates remain shut down or operate on a limited appointment basis making it difficult for prospective students to obtain student visas.

6. International student applications submitted through CCC Apply continue to be sent to SPAM. This results in a delay in application processing, or possibly entirely missing out on potential students.
 7. New students are not able to request visa interviews until they have been accepted by the College and issued a form I-20 which makes the delays even more impactful.
 8. U.S. Embassies and Consulates are backlogged, and it is difficult for students to get visa appointments.
 9. Prior to COVID-19, international students were typically able to obtain a visa appointment in 15 days or less. Appointments now range from 30-450 days.
 10. International and out-of-state tuition increased from \$290 per unit to \$315 per unit. Cost of full-time enrollment increased by \$600 per year. This increase came at a time when international students and their sponsors were struggling due to the COVID-19 pandemic. CLPCCD tuition was the highest in the Bay Area.
 11. The inability to accept out of country payments is an ongoing issue. LPC charges a \$100 application fee that must be paid prior to issuing immigration documents. Students struggle to find a way to pay the fee because Class-Web often denies out-of-country credit cards. Students struggle to pay tuition because of the high currency exchange rate and/or due to the limit on the amount of money many countries allow to be transferred out.
 12. Class-Web does not allow students to make partial tuition payments. Students have the option to contact Admissions & Records to make a partial payment “over the phone,” however, this is not an advertised option, and it creates additional work for overburdened A & R staff.
 13. There is a lack of affordable housing options and housing referral systems.
 14. Bay Area community colleges with large, established programs, large budgets and dedicated recruitment staff draw most international students (e.g., Foothill/DeAnza; Peralta CCD; Ohlone College; ;DVC; CCSF).
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Section C: Possible evidence for accreditation

Highlight **only** programs identified as being exceptional examples for accreditation (not part of the Division Summary, just for accreditation documentation)

Admissions & Records

ACCJC Standard	Program Name	Page & Section where evidence is located
Equity work happening at the program level	<ol style="list-style-type: none"> 1. Continuing to develop automated online submission of required documents after the model being worked out in concurrent enrollment. 2. Continuing to prefer email submission of documents and forms which allows us to track submission and response for Residency, as an example General email inbox for A&R that can be answered by trained student assistants to help with staff shortages. 3. Using zoom for online support to students, addressing equity for online only students and other students who cannot make it to campus. 4. Zoom for communication between staff members and for meetings so that all can participate from their desk (such as Town Hall) 	
Identifying how the work of the program supports the college mission	<ol style="list-style-type: none"> 1. Evaluate and ensure staffing levels that support student needs and institutional effectiveness. **Dean Ward has successfully been able to argue for and get an A&R III position added to staff, and hiring is taking place in Spring 2023 in order to support growing programs in Concurrent Enrollment and Apprenticeships 	

ACCJC Standard	Program Name	Page & Section where evidence is located
	<ol style="list-style-type: none"> 2. Develop communication strategies with our students that are technologically current and equity-informed, especially for students accessing courses and services remotely. 3. Admissions and Records has successfully returned fully to campus and been able to keep serving students equitably in an online environment while also serving them in person, even with limited staffing. **There has been a review of the website and reorganization for clarity, and continuous 	
Use of SLOs in planning and updating course work		
Use of student feedback in planning and updating of program or course work	<ol style="list-style-type: none"> 1. The Program Coordinator continued to send emails to students to “check-in,” apprise them of current immigration regulations, provide College updates, and ask what services would be beneficial. 2. Students continue to struggle with the aftereffects of the pandemic. Many have chosen not to return home because they are concerned, they will not be able to return. This is especially true for students who 	

ACCJC Standard	Program Name	Page & Section where evidence is located
	<p>have expired visas. Typically, this would be a non-issue, but with current Embassy appointment backlogs, students are concerned they will not be able to renew their visas in time to return for the upcoming semesters. Students also expressed concerns about the high cost of living in the Tri-Valley and the burden of the increased cost of tuition. How will you use the feedback? The Coordinator continues to advocate for students and to connect them with available services. For example, Care Grants were initially not available to international students, but the Financial Aid Director is supportive of their financial need and worked to make these grants available to students who demonstrated need.</p>	
<p>Use of disaggregated data to make changes in courses or programs</p>		

Community Education

ACCJC Standard	Program Name	Page & Section where evidence is located
Equity work happening at the program level	Community Education	<p>P. 3 (under A): Equity survey w/ positive results [most respondents feeling respected]</p> <p>P. 6 (under E4. <i>Nurture a campus-wide culture of rigorous attention to equity and anti-racist practices.</i>): Added an equity question to student evaluations. Added as many gender options as the registration system provides to demographic info. Continue to search for quality online programs conducted completely in Spanish to serve the community, e.g., the online Spanish language HVAC program.</p>
Identifying how the work of the program supports the college mission	Community Education	<p>P. 5 (under D): <i>College Mission: "promoting lifelong learning."</i> This is also the mission of the Community Education program. To provide support for those in the community who want to take classes to gain skills and enrichment, but who do not want to apply to the college, or receive college credit, or attend for 17 weeks. Community demographic: Mostly employed and interested in lifelong learning.</p>
Use of SLOs/SAOs in planning and updating course work	Community Education	<p>P. 14 (under C3 #1): Planned to create an SAO to evaluate in the next cycle. SAO for Community Education to assess during the next 3 year cycle: "Students will be able to easily enroll in Community Education programs and classes and pay for high dollar classes through making payments."</p>

ACCJC Standard	Program Name	Page & Section where evidence is located
		<p>P. 14 (under C3 #3): Plan to implement SAO assessments from 2021 through 2023. Reflections begin in the 23-24 year. Collecting data in the next two years and taking action to improve ease of registration for students.</p>
<p>Use of student feedback in planning and updating of program or course work</p>	<p>Community Education</p>	<p>P. 8: Ongoing student evaluations. Results: (1) Students still find classes via our print brochure. (2) We can improve the ease of use of our registration system for students.</p>
<p>Use of disaggregated data to make changes in courses or programs</p>	<p>Community Education</p>	<p>P. 8: (1) Continuing to try and find ways to work with our budget so that we can continue to print our 3x per year brochure, advertising campus activities, programs and Community Education classes. (2) Also exploring ease of use for students through looking at alternative registration systems and providing automated payment plans for training classes that are expensive.</p>

Financial Aid

ACCJC Standard	Program Name	Page & Section where evidence is located
Equity work happening at the program level	Financial Aid	P. 3-4: Provided Smart Shop sessions on Financial Literacy reaching many students (incl. low-income) benefiting from learning about personal finance from experts. Use of Cranium Cafe for virtual financial aid advising (successfully launched during campus closure; now an option for online students). Implemented OCELOT texting software to proactively reach prospective and current students / more targeted messaging.
Identifying how the work of the program supports the college mission	Financial Aid	Information not available.
Use of SLOs/SAOs in planning and updating course work	Financial Aid	P. 12 (under C3): (1) Financial Aid will have some improvements in community outreach and in-reach efforts by utilizing our Financial Aid Outreach position with the goal of increased financial aid awareness and the number of applicants. (2) As a result of changes in financial aid guidelines and the efforts to increase the number of grant recipients at Las Positas College, the financial aid office has to increase the outreach efforts to attract more students to our college. To compete with other colleges in our areas, our office has to incorporate new technology and contract with a consultant to increase the number of Pell Grant and Fee Waiver recipients. Note: They listed reasonable suggested changes to improve their service area.

ACCJC Standard	Program Name	Page & Section where evidence is located
Use of student feedback in planning and updating of program or course work	Financial Aid	
Use of disaggregated data to make changes in courses or programs	Financial Aid	

International Students

ACCJC Standard	Program Name	Page & Section where evidence is located
Equity work happening at the program level		
Identifying how the work of the program supports the college mission	The program takes great pride in supporting students from admission to graduation. Internal program data supports that students are achieving their educational goals, whether it's completion of an associate degree, transfer to a university or achieving career-technical goals. For example, at the end of Spring 2022 10 students transferred. Nine transferred to a university and one transferred to another community college out of state. The nine students who transferred to a university indicated on	

ACCJC Standard	Program Name	Page & Section where evidence is located
	<p>their initial application to the program that their intention was to transfer to a university.</p>	
<p>Use of SLOs in planning and updating course work</p>		
<p>Use of student feedback in planning and updating of program or course work</p>	<ol style="list-style-type: none"> 1. Describe student outreach used to gather feedback. For example, through surveys, conversations, etc. All outreach was either through individual conversations or email communications. The Program Coordinator continued to send emails to students to “check-in,” apprise them of current immigration regulations, provide College updates, and ask what services would be beneficial. 2. Students continue to struggle with the aftereffects of the pandemic. Many have chosen not to return home because they are concerned that they will not be able to return. This is especially true for students who have expired visas. Typically, this would be a non-issue, but with current Embassy appointment backlogs, students are concerned that they will not be able to renew their visas in time to return for the upcoming semester. 3. Students also express concerns about the high cost of living in the Tri-Valley and 	

ACCJC Standard	Program Name	Page & Section where evidence is located
	the burden of the increased cost of tuition. The coordinator continues to advocate for students and to connect them with available services. For example, Care Grants were initially not available to international students, but the Financial Aid Director is supportive of their financial need and worked to make these grants available to students who demonstrated need.	
Use of disaggregated data to make changes in courses or programs		

Section D: Priorities and Recommendations

I. List of Universal needs/priorities - identified by all or most Programs in the Division

A. Quick fix (Can be done now or soon; may take little/no extra resources)

Admissions & Records

1. Create an official complaint process for students through the VPSS office not A&R to maintain student satisfaction with mixed modes of delivery for information now that we are “partially” back on campus (consistency of information) This item is reflected in our SAO x x Banner user group participation is reviewing and updating the opening day and census roster process for faculty (continuous improvement)
2. Support expanding special programs through the hiring and training of an additional staff person during Fall 2022
3. Reviewed and aligned Website once again with changes in overall student services website presentation.
4. Choosing one caring campus behavioral commitment as individual staff members to focus on for 2022-2023
5. Participating in the equity focused review of enrollment and onboard practices.
6. Work towards automatic refunds process and partial payment options for students now or soon; may take little / no extra resources)

B. Interim (more work required but can be done within the academic year)

1. Describe student outreach used to gather feedback. For example, through surveys, conversations, etc. We send out automated emails about registration topics and reminders to pay bills. We reviewed our automated application emails recently for clarity in those outreach emails. We did participate in giving lists of students who dropped out after the pandemic that were used by the outreach team to encourage them to re-enroll. Our outreach did not request feedback.

C. Structural process (longer-term work to be done to "resolve")

II. List of Program needs - identified by only one or a few Programs, but still needs consideration

A. Quick fix (Can be done now or soon; may take little/no extra resources)

B. Interim (more work required but can be done within the academic year)

C. Structural process (longer-term work to be done; research and investigation required to "resolve")